DOCUMENT RESUME

ED 210 927 FL 012 706

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TITLE Graduate Theses and Dissertations in English as a Second Language: 1980-81.
PUB DATE Dec 81
NOTE 39p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Annotated Bibliographies; Bilingualism; Contrastive Linguistics; Cultural Education; Curriculum; Descriptive Linguistics; *Doctoral Dissertations; *English (Second Language); Grammar; Instructional Materials; *Language Research; *Masters Theses; Phonology; Psycholinguistics; Reading Instruction; Second Language Learning; Sociolinguistics; Teaching Methods; Testing; Vocabulary

ABSTRACT

This is the sixth annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited were completed during the academic year 1980-81. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairpersons from the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 61 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under 13 headings: adult education, bilingualism, contrastive studies and language analysis, culture, curriculum, grammar, methods and materials, phonology, psycholinguistics, reading and vocabulary, second language learning, sociolinguistics, and testing. (Author/AMH).

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GRADUATE THESES AND DISSERTATIONS

IN

ENGLISH AS A SECOND LANGUAGE

1980-81

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Stephen Cooper

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PREFACE

This is the sixth in a series of annual compilations of data on graduate theses and dissertations in English as a second language. The studies reported here were completed during the academic year 1980-81 at institutions in the United States and Canada. This project is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific information on contemporary graduate-level studies.

Program directors, thesis advisers and department chairmen at institutions known to have graduate programs in ESL/BE or in linguistics with an interest in ESL were invited to submit data for this listing. It should be noted that the majority of M.A. programs in ESL provide an alternative to a thesis requirement. This compilation represents most of those programs which do generate theses and dissertations.

The studies found in this listing are organized under subject area headings similar to those used in the indices of the TESOL Quarterly. Categories are not mutually exclusive. Crosslistings appear at the end of most sections. Each entry provides the writer's name, the title of the study, degree earned, university, year degree granted, name of the faculty adviser, department or program, and,

when available, the writer's address. Most entries include brief summaries of abstracts prepared by the writers of the studies.

Gratitude is expressed to the many graduate program coordinators and others who provided the materials for this listing. The compiler also thanks the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, and the Department of Speech and the Division of Continuing Education at Louisiana State University for assistance and support of the project.

Stephen Cooper
December, 1981

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ADULT EDUCATION

1. Cohen, Judith M. The adult ESL program: ascertaining the needs of students. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 87-16 166 Street, Jamaica, NY 11432.

This essay explores various methods for gathering relevant data upon which to base an adult ESL Program and examines one method in particular detail: the student questionnaire.

SEE ALSO: 24, 29

BILINGUALISM

SEE: 5, 23, 49, 50, 54

CONTRASTIVE STUDIES AND LANGUAGE ANALYSIS

2. Anderson, Neil J. Discourse analysis: a comparative study. M.A., Brigham Young University, 1980. Adviser: Harold S. Madsen, Department of Linguistics. Writer's address: 1001 Cedar Ave., Provo, UT 84601.

The results of the study revealed that the nature of oral discourse changes significantly from a class of native speakers to a class of non-native speakers of English even when the two classes are taught essentially the same material. Results also support that teacher discourse is modified from the native class to the non-native class.

3. Borja, Manuel Flores. A contrastive study of copular sentences in Chamorro and English. M.A. in TESL, Ball State University, 1981. Adviser: Herbert F. W. Stahlke, Department of English. Writer's address: As Teo, Saipan, Mariana Islands 96950.

This thesis analyzes the Chamorro equivalent of the English sentence constructions containing the verb "to be," contrasts the English verb "to be" in English syntax with the Chamorro functional equivalents in Chamorro syntax, and provides a philosophical discussion of "to be" as a lexical item and as a synonym of "to exist."

Relevant sections of the Lingua Descriptive Studies Questionnaire are used in analyzing sentence constructions in Chamorro that are equivalent to English sentences with the verb "to be," permitting a non-theoretical description of the Chamorro sentence constructions. Such a neutral description facilitates comparison of structures between two languages and makes the data more generally useful to linguists of a variety of theoretical persuasions.

4. Cvetanovska, Danica. Macedonian and American English: analysis of interference. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, M. A. in TESL Program. Writer's address: 166 E. 61 Street, New York, NY 10021.

5. Engels, Shirley Eunice. A descriptive analysis of the miscues associated with the construction of meaning by three bilingual Spanish-English-speaking students

reading their second language, English. Ph.D., University of Illinois, 1981. Adviser: John A. Easley, Jr., Committee on Culture and Cognition. Writer's address: 2009 Burlison Drive, Urbana, IL 61801

Four studies described first language logic used by Spanish-English bilingual students while reading in their second language, English. The word recognition strategies the students employed, and the uncertainty reduction effected were observed.

The reading performances of 43 students were recorded and analyzed, then subjected to microanalysis. The four cases represented the work of three students. Each student read a 13 sentence passage into a tape recorder three times and one student read a second passage. This meant that 156 sentences had miscues identified, reconstructed and then assigned to categories of grasp that ranged from the less correct to the more correct.

The overall category totals did not reflect consistent reduction in miscues (or uncertainty) and retired (or corrected) miscues frequently were replaced by new miscues. The intracategory totals of the individual categories should have reflected a consistent relocation from the less correct categories to those more correct. In three out of the four cases, however, miscue totals reflected a shift from the more correct to the less correct categories.

6. Pappas, Alexa. Kinship terminology in the Greek language: a study in culture-language interaction. M.A., Hunter College, 1981 Adviser: Nancy Frankfort, M. A. in TESL Program. Writer's address: 8210-6th Avenue, Brooklyn, NY 11209.

This paper analyzes the Greek culture which later provides a background with which to explain the Greek kinship terms and how they are shaped by the culture, and in turn how they shape the culture. It shows the Greek people as having a complex and strong familial system and how this is revealed in their language. The paper also depicts the Greek's determination to preserve his identity wherever he may be, and the ESL teacher should take this into consideration in order to enhance the learning process.

7. Sobolewski, Frank Andrew. Some syntactic constraints in Tagalog-English language mixing. M. A., University of Hawaii, 1980. Adviser: Richard R. Day, Department of English as a Second Language. Writer's address: 2508 Shadyside Avenue, Suitland, MD 20023.

This study investigates some of the syntactic constraints or apparent constraints in the mixing of Tagalog and English in the Philippines. The constraints examined involve (1) pronouns and (2) the relationship between main verbs and auxiliary verbs, negators, direct object complements, and subject and object pronouns. This study also tests the hypothesis that the types of syntactic construc-

tions involving pronouns and/or verbs that other researchers have described as "unacceptable" in Chicano Spanish-English mixing do not occur in Tagalog-English mixing.

8. Tsai, Shu-Shu. Verbal aspect: a contrastive analysis of Mandarin and English with pedagogical implications. Ph.D., University of Texas at Austin, 1981. Adviser: Sian Yen, Foreign Language Education Center. Writer's address: P. O. Box 989, Goldendale, WA 98620.

The primary purpose of this dissertation is to describe and analyze the semantic and grammatical functions of perfective -le, progressive -zhe and zai, and experiental -guo in Mandarin and those of the perfective, the progressive, and the perfect progressive in English and also to compare equivalent verbal aspects of the two languages. Some pedagogical implications of this contrastive analysis are also discussed, and suggestions on teaching English verbal aspect to Chinese students are offered.
SEE ALSO: 9, 54

CULTURE

9. Erber, Nancy. Class struggles: ESL and adult Soviet immigrants. M. A., Hunter College, 1980. Adviser: Nancy Frankfort, M. A. in TESL Program. Writer's address: 238 E. 14th Street, New York, NY 10003.

The paper examines the adult Soviet immigrant students' transition experience in America from three perspectives: socio-historical, methodological, linguistic. Emphasis is

placed upon the necessary adaptation of existing "survival skill" ESL activities to accomodate the cultural misperceptions particular to this group. Sixteen model activities, along with suggested follow-up tasks of varying levels, are presented; these cover the areas of employment, money management, consumerism, community orientation, and housing. In each instance, the Soviet lifestyle is contrasted with the American. As well, Soviet pedagogy is contrasted with American methods of teaching and learning. A brief contrastive analysis of the English and Russian languages is included.

10. Mathews, Gordon. An approach to ESOL that combines the teaching and learning of English with the facilitation of growth in self and cultural awareness. M.A.T., School for International Training, 1980. Adviser: Patrick Moran, Master of Arts in Teaching Program. Writer's address: 2268 Knoll Circle, Anchorage, AL 99504.

This approach involves the examination by students of items from American media, to understand what such items say, what they imply about American culture and for students' own culture(s), and what these implications mean for students themselves. The instructor facilitates this process through the progressive askirg of questions--thus the name 'the questioning process'-- and simultaneously monitors language usage by students' discussion for use in subsequent language instruction.

11. Polaski, William Peter. Using a case study method to teach culture in the ESL classroom. M.A., School for Internation Training, 1981. Adviser: Alvino Fantini, Master of Arts in Teaching Program. Writer's Address: 370 Nott Street, Wethersfield, CT 06109

The ESL classroom can be used as a setting for encouraging cross-cultural understanding through the intelligent use of discussions involving examples of cultural and personal interaction between individuals, which relate directly to the life experience of the students. A case study approach can be used effectively by the ESL teacher through focusing on specific, commonly experienced cultural themes, which are systematically and objectively analyzed and discussed in the ESL classroom, involving a small group of students who speak English at the FSI 3 level or better.

As the source of case study material, a collection of ten critical incidents is presented, each derived from interviews conducted by the author, with students from various non-U.S. cultural backgrounds. The critical incidents are presented exactly as related by the student informants. They are centered around five universal themes: 1) the concept of home/being away from home; 2) social situations; 3) leisure time activities; 4) friendship; and 5) communication. The critical incidents are followed by analyses by the author of the cross-cultural and interpersonal dynamics involved.

Suggestions are given for the practical application of the critical incidents as cultural teaching and learning tools in the ESL classroom, including role playing, debate, and brainstorming. A recommended reading list is included.
SEE ALSO: 6, 17, 20, 21, 39, 40

CURRICULUM

12. Aksornkool, Namtip. EFL planning in Thailand: a case study in language planning. Ph.D., Georgetown University, 1981. Adviser: Ralph Fasold, Department of Linguistics.

13. Gallagher, Janice. Designing and implementing a university level English as a second language program. M.A.T., School for International Training, 1981. Adviser: Master of Arts in Teaching Program.

As one year study of the steps taken to devise and implement an English as a Second Language (ESL) program at the University of Manitoba in Winnipeg, Canada, the study involves analyzing the teaching/learning environment; designing, implementing and evaluating the program; and analyzing the results for future programs of this nature. The paper focuses on the intermediate and advanced ESL student and includes suggestions for materials development at each particular level. The purpose of the paper is to provide a practical outline for those teachers or administrators whose task is to initiate a formal ESL course at the university level.

14. Haque, Anjum Riyazul. An evaluative study of Pakistani students' written English ability. M.A., University of Hawaii, 1981. Adviser: Danny Steinberg, Department of English as a Second Language. Writer's Address: Flat No. 27, WAPDA Colony, Upper Mall, Lahore Pakistan.

This study explores the written proficiency of Pakistani graduate students by comparing their work with a twelfth grade native English speaking class in a U.S. high school. A total of 79 compositions were collected at random and evaluated for grade level, grammatical structure, vocabulary, organization and effectiveness and general language ability. The results reflected a lower level of achievement for the Pakistani students on all the categories tested. Their proficiency was judged to be at a ninth grade level. The findings indicate serious deficiencies in the English curriculum in Pakistan.
SEE ALSO: 41

GRAMMAR

15. Boardman, Cynthia Ann. The copying mistake. MATESL, University of Illinois, 1981. Adviser: Lyle F. Bachman, Division of English as a Second Language. Writer's address: 350 South Road, Belmont, CA 94002

A common error among certain ESL students is incorrectly leaving a coreferential pronoun in a relative clause or in a modifying infinitive phrase. These copying mistakes

(CM) frequently occur when students are doing sentence combining (SC) exercises. An experiment was conducted in an intermediate ESL grammar class to examine the extent to which SC contributes to CM and whether sentence analyzing (SA) exercises can be effective in reducing the occurrence of CM. The results indicated no direct causal relationship between SC and CM: however, they did indicate that SA helped reduce the occurrence of CM.

SEE ALSO: 7, 8, 16, 48, 51, 52

METHODS AND MATERIALS

16. Alexander, Susan Ruth. The notional approach to teaching and learning the passive voice in English. M.A., University of Colorado, 1980. Adviser: David S. Rood, Department of Linguistics. Writer's address: Main Street, Wales MA 01081.

The notional syllabus takes as a base the semantic needs of a particular group of students and then examines the ways in which language fills those needs to arrive at a list of semantic categories to be taught in a course. This paper surveys the ways in which the major theories of language have been applied to teaching the passive voice, sets in perspective teaching from a notional point of view, and suggests a breakdown of the passive voice, based on speaker motivation for producing a passive utterance.

17. Bell, David B. Situations: an ESL learner's handbook. M.A.T., School for International Training, 1981. Adviser: Patrick Moran, Master of Arts in Teaching Program.

This is a handbook consisting of five lessons with accompanying cassette tapes for Japanese businessmen with intermediate to advanced levels of proficiency in English. Each lesson and tape contains a narration, a dialogue, and exercises which are designed to help master vocabulary and structures that may be encountered in interactions with people in the United States. The units are written to emphasize the importance of polite requests in dealing with employees of various types of businesses and to familiarize Japanese language learners with types of responses they may reasonably expect to hear in these kinds of interactions.

18. Bianco, Amelia Reinaldo. The use of art appreciation/painting in teaching English as a second language. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 23-07 33rd Road, Astoria, NY 11106.

This writer has developed materials that might be used in a special unit of art appreciation in the intermediate and advanced ESL classroom. The focus is on reading and listening comprehension, aided by visuals (paintings). Suggestions include activities leading to discussions and writing exercises such as note-taking, compositions, and dictations.

19. Clavijo, Lorayne Bliven. Teaching pronunciation rules in ESOL: a curriculum development model for computer-assisted instruction. M.A., Brigham Young University, 1981. Adviser: Frank R. Otto, Department of Linguistics. Writer's address: 910 N. 900 E. #210, Provo, UT 84601.

The purpose of this thesis is to provide materials writers with an outline for designing and developing ESOL pronunciation materials for use with computer-assisted instruction (CAI). A model curriculum leads through the design and development of a selected pronunciation rule. Suggestions for evaluation and further research are made.

20. Council, Gloria. Teaching holidays to ESL students: a teacher's guidebook to classroom activities and techniques. M.A., Brigham Young University, 1980. Adviser: Frank R. Otto, Department of Linguistics. Writer's address: 5633 S. 3925 W., Roy, UT 84067.

Recent research has shown that understanding culture is a vital component in achieving communicative competence in a foreign language. The phenomenon of American holidays reflects significant cultural values, such as social, economic, chronemic, and religious attitudes. Since virtually no ESL-oriented resources exist to aid in teaching holidays, it was the purpose of this project to provide a manual of holiday information for ESL teachers. Holiday segments, classified as major or minor according to their relative importance in American culture, included historical descriptions, pertinent vocabulary items, data on popular

traditions, readings, songs, poems, and suggested classroom activities. The guidebook was geared to teachers of adolescent to adult aged students who have intermediate to advanced proficiency in English.

21. Entersz, Janet Lynne. Planning a vacation in the U.S.: a multipurpose theme in the ESL classroom. M.A.T., School for International Training, 1980. Adviser: Diane Larsen-Freeman, Master of Arts in Teaching Program. Writer's address: 187 Atlantic Avenue, Massapequa Park, NY 11762.

By means of an in-depth presentation of twenty-four activities based on the theme of planning a vacation in the U.S., the author demonstrates the advantages for both teachers of English as a Second Language and students, of using a thematic approach in the classroom to achieve not only language proficiency but such goals as healthy student-teacher and student-student relationships, communicative competence and cultural awareness as well.

22. French, Cecilie L. A classification of teaching techniques for the development of language learning skills. M.A.T., School for International Training, 1980. Adviser: Mike Jerald, Master of Arts in Teaching Program. Writer's address: Box 492, Brattleboro, VT 05301.

23. Hawkinson, Annie K. Communication modules: student-generated language arts projects for bilingual education. M.A.T., School for International Training,

1981. Adviser: Alvino Fantini, Master of Arts in Teaching Program. Writer's address: 296 Lake Drive, Kensington, CA 94708.

The materials consist of nine curriculum units designed for use with bilingual students at 4th, 5th, and 6th grade levels. Although originally developed for French-English bilingual students, they can be used with any language group, since the learning activities are themselves not language specific. The language used for each communication project is collected from the students themselves; hence the units themselves can be used with any bilingual group.

24. Hirshchberg, Harry. Teaching English as a second language adult survival course. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: Birch Road, Highland Mills, NY 10930.

The TESL Adult Survival Course is geared to a motivated, literate student group. It is designed to teach necessary language skills with humor and compassion; to build a relevant English vocabulary using daily-encountered situations; and to allow the adult student to enjoy the learning experience. It is flexible enough to allow the educator to modify the course to meet the needs of various student groups.

25. Kwon, Oryang. Toward the improvement of developing English communicative competence of Korean junior high students. M.A., Brigham Young University, 1981. Adviser: Frank R. Otto, Department of Linguistics. Writer's address: English Department, Chungnam National University, Daejon, Korea.

26. Mena, Martiza. Teaching English as a second language to preschoolers. M.A., Hunter College, 1980. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 1158 Hoe Avenue, Bronx, NY 10459.

27. Porter, Alfred B., Jr. Use of rapid question and answer exercises in the ESL classroom. M.A.T., School for International Training, 1981. Adviser: Michael Jerald, Master of Arts in Training Program. Writer's address: 2217 South Clyde Street, Los Angeles, CA 90017.

28. Power, Michael Anthony. Learning strategies in the Silent Way classroom. M.A., University of Hawaii, 1980. Adviser: David Ashworth, Department of English as a Second Language. Writer's address: 1505 Oranole Road, Maitland, FL 32751.

A course in elementary Japanese taught by the Silent Way was studied to determine the student's learning strategies. Silent Way is discussed as a type of humanistic education and brief reviews of humanism and learning strategies as discussed in the literature are included. A profile is drawn of the students, and their strategies

are presented with references to the literature. The strategies observed are found to be consistent with the assumptions behind Silent Way and humanistic education. Finally, some questions for further research are raised and some suggestions for language teachers are made in light of the findings.

29. Rizk, Nawal. The use of real-life situations in developing adult ESL communicative competence. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 36 Old Middletown Road, New City, NY 10956.

ESL students should be able to make the language work for them. They should have practice in career orientation, consumer protection and housing. They should be able to talk about who they are, what they really like and dislike, what their concerns are, what they would like to do with their lives and how to convert their dreams into reality. This paper suggests activities to meet such needs.

30. Ryan-Croes, Patricia A. An ESL program with Laotian refugees. M.A.T., School for International Training, 1980. Adviser: Diane Larsen-Freeman, Master of Arts in Teaching Program. Writer's address: 827 Durham Road, Wallingford, CT 06492.

This project is a report on an ESL program developed for and taught to a Laotian couple who arrived in Brattleboro, Vermont in December 1979. The program took place

from January to March 1980. The purpose of this report is to present and discuss issues, incidents, suggestions and conclusions regarding the teaching of ESL to Laotian refugees which may be helpful to program organizers and teachers.

31. Shannon, Christopher Patrick. Teaching poetry and wisdom literature to advanced students of English as a second language. M.A. Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 4200 West 115th Street, Chicago, IL 60655

This proposal, a two-phase project, deals with teaching literature and provides for a student-written project. The suggested plan provides for the close study of the literary text in a classroom setting and its written application by the student which should demonstrate the student's ability to analyze the text and provide some kind of correlation with his personal life, family, culture, and other literature with which he may already be familiar.

32. Smith, Stephen M. The use of theater arts in the teaching of English as a second language: rationale and applications. M.A. TESL, University of Illinois, Urbana, Illinois, 1981. Adviser: H. Douglas Brown, Division of English as a Second Language. Writer's address: 3310 Belvoir Blvd., Beachwood, OH 44122.

In part I, a theoretical justification is given for the use of theater arts in language teaching. It is shown how theater artists and language learners and teachers

share common goals and common obstacles to learning, and how they can make use of the same methodologies in overcoming the obstacles. In part II, the drama rehersal is explained and examples are provided showing how language teaching is inherent in the theater process. Part III reports on the practical aspects of the implementation of an international student drama group at the University of Illinois.

33. Stuart, David V. Developing appropriate level conversation-promoting materials based on current events for use in ESL: a process. M.A., Brigham Young University, 1980. Adviser: Frank R. Otto, Department of Linguistics. Writer's address: 600 N. 700 W., Provo, UT 84601.

This study examined the relationship between the readability of materials being used in ESL communicative competence classes and the readability of students in those classes. It was found that there was a great disparity between those two figures. Appropriate level conversation-promoting materials were developed. A process for developing such materials was outlined.

34. Swan, James. Characterization: an ignored aspect of the social dimension in ESOL materials design. M.A., University of Hawaii, 1981. Adviser: Kenneth Jackson, Department of English as a Second Language. Writer's address: 1037 N. Lupine Street, Lompoc, CA 93436 (c/o L. L. Boyd).

Based heavily on Hills' (1977) observations concerning character development in fiction, this thesis notes that many of the supporting elements necessary for interesting characterization are absent from ESOL materials and concludes that although art fiction is not a suitable model for ESOL materials design, formula fiction is often created within specific constraints, some of which closely parallel the constraints operating on ESOL materials. Several aspects of literary characterization are used as ideal standards against which five sample ESOL texts are evaluated. Implications for future ESOL materials creation are examined in some detail.

35. Thompson, Gregory James. The Silent Way: interpretation and application. M.A., University of Hawaii, 1980. Adviser: Charles Mason, Department of English as a Second Language. Writer's address: Aoi Apt. B, 2-6-33 Aoi-cho, Yamaguchi, Yamaguchi 753 Japan.

In this paper I intend to instruct teachers of foreign or second languages in Gattegno's theory of human development so that they will have a basis for understanding his Silent Way. I also intend to describe the Silent Way method and materials, and I will apply the method to a specific situation, i.e., in a class of students who have previous background in English. I conclude that Silent Way is particularly effective as a tool for remediation since its goal is to correct student errors of linguistic competence.

36. Tobin, Teresa M. Radio serials to improve listening comprehension in the ESL classroom. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESL Program. Writer's address: 250 W. 85th Street - Apt. 9A, New York, NY 10024.

The paper proposes the use of radio serials to help improve listening comprehension in the ESL classroom. The ESL learner needs practice in familiarizing his ear to the natural speech patterns of English. The two tapes included in the paper, the "Lone Ranger" and "Dragnet," provide authentic examples of speech occurring in natural conversation. The dramas not only exhibit real language, they also will supply the foreigner with the insights into American Culture. A methodology is prepared for using the radio serials effectively in the ESL classroom.

37. Treadgold, Susan E. The live lab: guidelines and exercises for the teacher-produced language laboratory. M.A.T., School for International Training, 1980. Adviser: Ruthanne Brown, Master of Arts in Teaching Program. Writer's address: 2378 West Marie Way, Oak Harbor, WA 98277.

A live lab is one that is not pretaped. A teacher tailors the lab period to a particular class and the individuals in it on a particular day. Included in "The Live Lab" are 1) a description of the laboratory at the School for International Training, 2) twelve general guidelines for producing a live lab, 3) an indexed collection

of suggested laboratory exercises grouped by skill areas, 4) sample lesson outlines, and 5) a bibliography.

38. Weill, Roberta. An ESL office practice course of study for Israeli high school students. M.A., Hunter College, 1981. Adviser: Nancy Frankfort, M.A. in TESOL Program. Writer's address: 300 East 33 Street, Apt. 6D, New York, NY 10016.

The purpose of this study was to develop a series of basic lessons for inclusion in a course of study for ESL office practice students as part of the business education curriculum in the vocational high schools in Israel. The problem posed in this study concerned the need for secretarial and office personnel in Israel to function both in Hebrew and English in order to perform successfully in the world of work.

Focusing on the field of travel and tourism, this study has provided ESL material relating to basic business knowledge and vocational skills, as well as aural/oral reading and writing skills. Implementation of the lessons with little modification can be accomplished in typing and office practice classes with any ESL students learning English for employment purposes.

39. Wiley-Billings, Allyn. Oracle: a game of cultural awareness. M.A.T., School for Interanational Training, 1980. Adviser: Michael Jerald, Master of Arts in Teaching Program. Writer's address: Box 122A, R.F.D. 3, Putney, VT 05346.

The purpose of this project is to promote meaningful cross-cultural communication in the ESL classroom. As a game, ORACLE works on various levels. The most obvious area is more effective language use through reading, speaking, and writing. As a tool for cultural awareness, it reveals participants' underlying impressions/prejudices of one another as well as working on their ability to listen beyond the words spoken to the personality beneath.

40. Yost, Laura Katherine. Community-oriented activities in the teaching of ESL. M.A.T., School for International Training, 1980. Adviser: Ruthanne Brown, Master of Arts in Teaching Program. Writer's address: 933 Colina Vista, Ventura, CA 93003.

This is a selection of projects developed to expand communicative competence among ESL students. Through experiential learning, in which the students become involved with the target language outside the classroom, the reinforcement of survival skills and an opportunity for actual communications with native speakers are provided. Each activity is divided into four parts: a description of the objectives; a section on information to collect; a section which gives the student practice in using the language in situations; and follow-up suggestions upon completion of the activity. Student participation in a variety of social interactions can serve the following purposes: the teaching of American culture; vocabulary

building; developing awareness or familiarity with institutions in the society; practice of structures taught in the classroom; and preparation for dealing with situations the student will encounter daily as a member of a community.

SEE ALSO: 10, 11

PHONOLOGY

41. Champagne, Cécile. La composante phonétique dans les cours de langue seconde. M.A. Linguistics, University of Ottawa, 1980. Adviser: Gerald Neufeld, Department of Linguistics. Writer's address: P.B. 313, Orléans, Ontario K1C 1S7, Canada.

42. Poore, Suzanne E. The identification of foreign accents by non-native speakers of English. M.A., University of Pittsburgh, 1980. Adviser: Thomas S. Scovel, Department of General Linguistics.

This study reports on an experiment which examined the identification of non-native pronunciation in English by non-native speakers of English. The non-native speakers in this study were not able to identify foreign accents as consistently as native speakers. The results of this and previous studies suggest that a non-native speaker's ability to distinguish between native and non-native speech in a second language increases incrementally with proficiency in the second language. In addition, this

study provides evidence for the hypothesis that the ability to recognize foreign accents increases proportionately with exposure to a second language.

43. Powell, Janet Cecilia Alvey. Discrimination of English vowel phonemes by Spanish-speaking learners of English: a longitudinal study. M.A., University of Kansas, 1981. Adviser: Michael M. T. Henderson, David A. Dinneen, and Edward T. Erazumus, Department of Linguistics. Writer's address: 414 W. 14th, Lawrence, KS 66044.

Seventeen students of ESL in the three most elementary levels of study in the Applied English Center at the University of Kansas were given two aural discrimination tests consisting of (1) 50 same or different word pairs and (2) 50 triads. Each test was administered three times, with a five-week interval between each testing. In general, for all levels, there was greatest improvement between testings 1 and 2, and least improvement between testings 2 and 3. Generally, A and B, the lowest levels, made lower initial scores than level C, but evidenced the greatest overall improvement. The amount of difficulty for each pair varied.
SEE ALSO: 19

PSYCHOLINGUISTICS

44. Tew, Jeanine. Native language in the ESL classroom: an affective study. M.A., Brigham Young University, 1981. Adviser: R. Alan Meredith, Department of Linguistics. Writer's address: 4044 N. 550 W., Ogden, UT 84404.

The decision of teachers and administrators to prohibit or permit the use of native language in the ESL classroom powerfully affects the learner. The emotional effect upon BYU's ESL students of an administrative decision to ban native languages from class was measured in this study. Five demographic variables (sex, time in the country, language background, language status, and level) were shown to be non significantly related to attitudes toward this policy, although these variables were significantly related to nine attitudinal variables. Classes also registered significant differences in their perception of teacher support of the same policy. An interaction analysis revealed that ample native language speech did exist in low level ESL classes.

It was concluded that BYU's ESL program could improve the implementation of its present policy, and that continued attention to, and measurement of, all the factors involved in language achievement would permit the program to best meet student needs.

READING AND VOCABULARY

45. Abdallah, Fayssal Hussein. The role of semantics in teaching English as a foreign language. Ph.D., Georgetown University, 1981. Adviser: Walter A. Cook, S.J., Department of Linguistics.

46. Walker, Laura Jo Ann. A study of the word-identification strategies used by Spanish-speaking college students in reading English as a foreign language. Ph.D., University of Texas at Austin, 1981. Adviser: Laurel A. Briscoe, Foreign Language Education Center. Writer's address: The University of S.W. Louisiana, Department of Foreign Languages, P. O. Box 43331, Lafayette, LA 70504.

This study describes the strategies which the Spanish-speaking college student uses when attempting to determine the meaning of an unknown word in context. It also describes the order in which he applies these strategies. The one hundred students who participated in this study were made up of both males and females from various parts of Latin America.

47. Weide, Robert L. Vocabulary recall and comprehension of dialogues and paragraphs by non-native speakers of English. M.A., University of Pittsburgh, 1980. Adviser: Thomas S. Scovel, Department of General Linguistics. Writer's address: Department of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260.
SEE ALSO: 31, 58

SECOND LANGUAGE LEARNING

48. Adamson, Hugh Douglas. A study of variable syntactic rules in the interlanguage of Spanish-speaking adults acquiring English as a second language. Ph.D.,

Georgetown University, 1981. Adviser: Ralph Fasold, Department of Linguistics.

49. Carlson, Patricia. Field-testing the theory of double semilingualism: evaluating Toukomaa's findings. M.A., University of Pittsburgh, 1981. Advisers: Christina Bratt Paulston and Thomas S. Scovel, Department of General Linguistics. Writer's address: Hooper Bay School, Hooper Bay, AL 99604.

Double semi-lingualism is a controversial subject within L2 acquisition. This paper is my response to Toukomaa's Swedish research. First, the literature on double semi-lingualism and its current debate are presented. Then findings of a study with Russian immigrant children in Pittsburgh are given. The results show that (1) ESL instruction correlated significantly with measures of L2 proficiency; (2) length of stay in the U.S. was more important for L2 acquisition than was the child's arrival age, which contradicts Toukomaa's findings. The immigrant children who lived here longer than 24 months did not differ significantly from Americans on the linguistic measures used.

50. Hanson, Irma Asencio. An inquiry into how three pre-school children acquired literacy in two languages: English and Spanish. Ph.D., Georgetown University, 1981. Adviser: Robert Lado, Department of Linguistics.

51. Koike, Ikuo. Second language acquisition of grammatical structures and relevant verbal strategies. Ph.D., Georgetown University, 1981. Adviser: Robert Di Pietro, Department of Linguistics.

52. Laubstein, Ann. Syntactic development in 'Immersion' and 'Non-Immersion' ten year olds. M.A. in Linguistics, University of Ottawa, 1980. Adviser: P. G. Patel, Department of Linguistics. Writer's address: 293 Clemow Avenue, Ottawa, Ontario, K1S 2B7, Canada.

53. McNamara, Martha Jane. The monitor model: testing some of its hypotheses. M.A., University of Pittsburgh, 1980. Adviser: Christina Bratt Paulston, Department of General Linguistics.

The Monitor Model is a theory of adult L2 performance which posits that L2 learners internalize the rules of the target language through acquisition and/or learning. Morpheme acquisition studies are claimed to provide evidence for the Model and it is assumed that the presence of the natural order of difficulty is the measure of acquisition while an unnatural order is the measure of learning. This paper is a report on a morpheme acquisition study that was conducted in an attempt to test some of the hypotheses of the Model. It concludes that there is a need to re-evaluate the Monitor Model and the morpheme acquisition studies as providing direct evidence for it.

54. Swan, Massayo Yamamoto. The semantic development of negation in English and Japanese in a simultaneously bilingual child. M.A., University of Hawaii, 1981. Adviser: Danny Steinberg, Department of English as a Second Language. Writer's address: c/o Naokichi Yamamoto, 1676-131 Yayoi-ga-oka, Nagasaku-cho, Chiba-shi, Chiba-ken 281, Japan.

The developmental orders of the semantic dimensions of negation in a simultaneous English-Japanese bilingual child were found to deviate from predictions based on Bloom's 1970 monolingual study. Due to Bloom's failure to consider social factors, her explanation for the developmental order she observed in her subjects was inadequate to account for the bilingual subject's developmental orders, which were different in the two languages, casting doubt on the existence of a universal developmental order of negation. Despite the subject's simultaneous bilinguality, the comparative rates of development between the two languages were also found to be different.

SEE ALSO: 42

SOCIOLINGUISTICS

55. Durst, Russel K. Power and solidarity: attitudes of western Pennsylvanians toward Arabic and Spanish accented speech. M.A., University of Pittsburgh, 1980. Adviser: Christina Bratt Paulston, Department of General

Linguistics. Writer's address: c/o Department of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260.

This study reports on an experiment which examined people's attitudes to foreign accented English. Native English speakers from Western Pennsylvania listened to tapes of native English speakers and Arabic and Spanish speakers, half of whom were advanced students of English and half of whom were fluent in English. After listening to each tape, judges rated the speaker on categories designed to reflect how much power was conveyed, and how much solidarity was felt toward the speaker. It was shown that lower socio-economic group judges related more negatively to foreign-accented speakers than did higher socio-economic group judges. Judges overall related more positively to the Spanish speakers than to the Arabic speakers, and most positively to the native English speakers.

TESTING

56. Ahn, Jung Hun. A theoretical and experimental study of a rational deletion system for constructing tests of linguistic and cummunicative competence in English as a second language. Ph.D., Penn State University, 1981. Adviser: Paul D. Holtzman, Speech Communication. Writer's address: Department of English Language Literature, Busan National University, Busan 607, Korea.

The following research questions were examined: (1) Is cloze procedure constructed by the standard every-nth-word deletion system reliable in spite of variance attributable to the functional distinction between content words and function words? (2) Given cloze tests constructed by a rational deletion system on the basis of the functional distinction between function words and content words: a) would they be reliable? and b) would they offer valid diagnostic information on linguistic competence and communicative competence?

The results provide strong evidence that the proportions of function and content words are not stable using every-nth-word deletion. Cloze tests using the rational deletion system proved to be reliable.

57. Fugal, Eloise Godfrey. A statistical approach to developing an ESL oral production placement test battery. M.A., Brigham Young University, 1980. Adviser: Harold S. Madsen, Department of Linguistics. Writer's address: 7C-429 Wymount Terrace, Provo, UT 84601.

This thesis project involves the development of a four-component oral production placement test and the statistical evaluation of that test. The speaking test was administered to sixty-three students participating in Brigham Young University's Intensive ESL program by four different examiners in two three-hour sessions. The exam can be easily administered in about ten minutes. The oral

production test had a correlation coefficient of .686 with the MTAC and .683 with the FSI exam. The alpha coefficient of reliability for the overall test was .818. Inter-rater correlation between one examiner who re-scored nineteen exams from tapes and three other examiners was .803. The exam seems to be effectively discriminating among levels. The findings of this project indicate that oral proficiency can be measured directly, and that ESL teachers can write effective speaking tests.

58. Jafarpur, Abdoljavad. An analysis of a standard ESOL reading test, including consideration of alternative testing procedures. Ph.D., Georgetown University, 1981. Adviser: David P. Harris, Department of Linguistics.

59. McGarrell, Hedy. Second language testing: the relationship between competence and performance. M. A. in Linguistics, University of Ottawa, 1981. Adviser: Philip C. Hauptman, Department of Linguistics. Writer's address: 655 Walkley Road, Unit 81, Ottawa, Ontario, Canada.

60. Nien-Hsuan, Jennifer Lin. Developing integrative language testing techniques: the graduated dictation and the copytest. M. A., University of Illinois at Urbana-Champaign, 1981. Adviser: Lyle Bachman, Department of English as a Second Language. Writer's address: 132 Rancho Drive, #275, San Jose, CA 95111.

This research investigated two new integrative language testing techniques. The first was a "graduated

dictation" consisting of 13 segments presented in increasing length. The second was a "copytest" which was similar to the dictation but presented with text visually. Both tests were administered to 67 students at four different levels of English proficiency.

Results indicated that both tests were reliable language testing techniques and both tests demonstrated concurrent and construct validity. A high correlation between orders of item facility values indicated a similar performance pattern on both tests. Furthermore, both tests constituted valid Guttman scales. Details of these findings are discussed.

61. Scott, Mary Lee. The effect of multiple re-testing on affect and test performance. M. A., Brigham Young University, 1980. Adviser: Harold S. Madsen, Department of Linguistics. Writer's address: 3823 S. Parkview, Salt Lake City, UT 84117.

The present study involved seventy-three adult students in an Intensive English course at Brigham Young University. Forty-four of the subjects were Spanish-speaking, while twenty-nine spoke Japanese. Student English proficiency ranged from beginning to advanced. Test batteries were administered to high and low proficiency students three times, with approximately seven class periods between each administration. Student scores and affect ratings for each test were obtained for each

administration. A general trend toward an increase in performance due to practice effect, statistically significant for the tests in the high battery, was revealed. Student affect ratings differed for the various tests and for different administrations of the same test. The Japanese students differed significantly from the Spanish-speakers in their performance and affective rating of the tests. The Japanese students tended to score higher on the tests in both batteries, while the Spanish students tended to make more positive evaluations of the tests.